



SECTION 1000: STUDENTS AND SCHOOLS

POLICY 1010: STUDENT PROGRAMS

- *Date Adopted: February 20, 2013*
 - *Revised: September 15, 2021 (Housekeeping Revisions)*
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POLICY STATEMENT

The Board recognizes that Principles of Learning guide all educational practice in British Columbia public schools. Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. These principles are:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of Indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

It is a goal of Coast Mountains School District to challenge and engage all students. The Board supports multiple options for educational programs, including Challenge, Equivalency, External Credentials, Post-Secondary Credit, Independent Directed Studies, Board Authorized Courses, and Distributed Learning.



RATIONALE

Coast Mountains School District recognizes its obligation, consistent with the *School Act*, Ministry of Education Policy, and relevant provincial legislation, to provide an educational program for all students of school age resident in the school district.

The Board operates educational programs in a manner consistent with Ministry of Education policy, procedures, and legislation concerning Challenge, Equivalency, External Credentials, Post-Secondary Credit, Independent Directed Studies, Board Authorized Courses, and Distributed Learning.

LEGISLATION/REGULATIONS

School Act, Section 1, Section 3.1, Section 6, Section 17, Section 75 (4.1)

Ministry Policies:

- Board/Authority Authorized Courses
- Distributed Learning – General
- Distributed Learning – Active Policy
- Distributed Learning – BC Residency Policy
- Distributed Learning – Funding
- Distributed Learning – Policy for Homeschooling
- Distributed Learning – Requirements and Guidelines for Students with Special Needs
- Earning Credit through Equivalency, Challenge, External Credentials, Post-Secondary Credit, and Independent Directed Studies

Ministerial Orders:

- Board Authorized Course Order, M285/04
- Graduation Program Order, M302/04
- Required Areas of Study in an Educational Program Order, M295/95

Documents:

- Board/Authority Authorized Courses: Requirements and Procedures Guidebook, Updated 2011



POLICY

The Board recognizes that learning is a life-long activity and that students learn in a variety of ways and settings. In support of the Principles of Learning, the Board recognizes that:

- Effective education requires continuous learning opportunities that are in alignment with each student's abilities.
- Intellectual, social, cultural, physical and/or emotional circumstances should always be considered.

Coast Mountains School District will grant credit towards graduation for learning that has been assessed and matches or exceeds provincial, national or international standards. This includes Challenge, Equivalency, External Credentials, Post-Secondary Credit, and Independent Directed Studies.

Coast Mountains School District provides Board Authorized locally relevant courses to meet the needs of schools and their communities while providing choice and flexibility for students.

Coast Mountains School District operates and offers Distributed Learning Programs within the guidelines and policies of the Ministry of Education. The Board may provide all or part of an educational program by means of distributed learning.

REGULATIONS

1. Placement of Students

- a. Placement and programs for a student must be realistic and beneficial to the student's development within the context of his/her schooling.
- b. Teachers, parents/guardians, principals, support staff, and students (where appropriate) play an integral role in discussions and decisions regarding student placement.
- c. In a situation where consensus on the placement of a student cannot be reached, the principal shall assume the final responsibility for the decision.
- d. In the event that a parent/guardian disputes the placement of the child, the parent/guardian shall have the right to appeal under Section 11 of the *School Act* and Policy 5080 - Appeal Bylaw.



REGULATIONS

2. Challenge

- a. All students are entitled to undertake a free Challenge Process to assess their prior learning for any Ministry-authorized graduation program course offered by any school board in the province during that school year, as well as any Board Authorized course taught in the district that year, provided the student has not already completed the course through previous enrolment.
- b. Credit awarded through Challenge is measured by the same standards used for students who have taken the course through enrollment.
- c. Students wishing to apply to undertake the Challenge Process must complete the *Challenge Application Form*. Information regarding the Challenge Process will be recorded on the *Challenge Management Form*.

3. Equivalency

- a. Equivalency allows a student to receive credit for a Ministry-authorized or Board Authorized course without taking the course, when he/she has already taken an equivalent course elsewhere.
- b. Equivalency recognizes documented learning from other education jurisdictions and from institutions outside the British Columbia public school system. All students who can provide a credential or document to support their equivalency request are entitled to an equivalency review.
- c. Students are entitled to receive credit if they have earned a Ministry-approved credential. The Ministry of Education has sole authority to review and approve external credentials and assessments, and to provide an official list of these approved credentials and assessments to schools.
- d. In order to earn credit for an approved credential, students must provide the appropriate documentation proving successful completion of the external assessment, course, or program.
- e. Students may have earned an approved external credential prior to entering Grade 10. If so, they are awarded credit if they present their credential any time after they enter Grade 10.



REGULATIONS

3. Equivalency *(continued)*

- f. For reporting and transcript purposes, schools must assign all credits received as a result of an external credential either a letter grade and percentage, or 'Transfer Standing - TS'.
- g. Students are entitled to earn 'dual credit' if they earn credit that leads to a post-secondary credential from a post-secondary institution which is a member of the British Columbia Transfer System or offered in French through the auspices of Educacentre. Adult Basic Education (ABE) courses do not count for dual credit.
- h. All post-secondary level courses will be reported using course codes listed in the online Course Registry.
- i. For reporting and transcript purposes, schools must assign all credits earned at a post-secondary institution a letter grade and percentage. Provided a course consists of the standard number of hours for most courses offered at that post-secondary institution, such courses will be awarded 4 credits. Credits for modular courses should be proportionate to 4 credits for the whole course.

4. Independent Directed Study

- a. The learning outcomes of all Grade 10, 11, and 12 Ministry and Board Authorized Courses are eligible to be used in an Independent Directed Study (IDS).
- b. A student may study one or more learning outcomes in depth, or study more broadly a wide variety of learning outcomes from a single course. Independent Directed Study (IDS) credits may only be used to satisfy elective requirements.
- c. The maximum value for a single IDS course is 4 credits, but there is no limit to the total number of IDS credits a student may earn.

5. Board Authorized Courses

- a. Board Authority Authorized Courses are Grade 10, 11 and 12 courses developed or adopted at the district/school level that meet requirements set by the Ministry of Education as outlined in the most recent editions of Ministry documents such as *Course Information for the Graduation Program* and *Board/Authority Authorized Courses: Requirements and Procedures Guidebook*.



REGULATIONS

5. Board Authorized Courses *(continued)*

- b. These courses are authorized by the Board according to requirements set by the Ministry of Education. There is no limit to the number of Board Authorized courses which may be used to fulfill the graduation requirements for the Graduation Program.
- c. Schools wishing to develop a Board Authorized Course must complete a *Board/Authority Authorized Course Form* prior to course delivery. The completed form must be signed by the Superintendent and the Board Chair.
- d. Board/Authority Authorized Courses will be developed in accordance with the requirements as outlined in the most recent edition of *Board Authority Authorized Courses, Requirements and Procedures Handbook* and the Board Authorized Course Order, amended July 21, 2011.

6. Distributed Learning

- a. The Board may provide all or part of an educational program by means of distributed learning. The Board will report to the Ministry when students become active participants in distributed learning. The Ministry will only fund enrolled students that meet the active policy, as outlined by the Ministry of Education in *Distributed Learning: Active Policy*.
- b. Active participation in distributed learning is equivalent to attendance in a school and is a requirement under the *School Act*, Section 1 (1). The Board must have evidence of active participation to be funded by the Ministry for a distributed learning student's course or program.
- c. Students that meet the following criteria will be considered active for funding purposes:
 - i. School files for Grade K-9 students must contain dated evidence that a student is active at the activation submission dated as listed in the 1701 instructions to claim funding. The minimum evidence is a teacher-developed learning plan and a documented commitment from a parent. Additionally, there must be evidence of the student's active participation in the funded educational program three weeks after the activation date.



REGULATIONS

6. Distributed Learning *(continued)*

- ii. School files for Grade 10-12 students (including all adult claims) must contain all of the following at the activation submission date to be claimed for funding:
 - 1. For each eligible course claim, at least one substantive student course activity has been submitted by the student to the teacher.
 - 2. The course activity will be clearly linked to the learning outcomes of each course claimed, will be dated, marked, and represent a minimum of five percent of the course's learning activities. Evidence supporting the gradebook entry must be provided, and dated on or before the active date.
 - 3. A clear course plan for each subject listed on the signed student learning plan, which links to learning outcomes, performance standards, required resources, and assessment strategies. This course plan is the evidence supporting the requirement that assigned work is meeting the learning outcomes.
 - 4. At least one example of instruction-related communication between the teacher and student directly linked to the learning outcomes of each eligible course claim.
 - 5. A course selection form listing eligible courses that meet graduation requirements, reviewed annually and signed and dated by the student and/or parent.
- d. For the purposes of delivering Distributed Learning services, a student is resident in the province of British Columbia if the student is ordinarily resident in the province and the parent or guardian of the student is ordinarily resident in British Columbia.
- e. Notwithstanding the definition offered above, students may be temporarily absent from British Columbia, yet still retain status as ordinarily resident as follows:
 - i. The parent or guardian remains resident in British Columbia while the student is temporarily absent. This temporary absence is marked by clear documentation that the student will be returning to the parental home at the end of this temporary absence.



REGULATIONS

6. Distributed Learning *(continued)*

- ii. Some exchange students, athletes competing at elite levels, and students involved in extended travel or self-funded studies overseas could be considered ordinarily resident in British Columbia.
- iii. If the student is temporarily absent from the province with the parent or guardian they may be considered ordinarily resident in British Columbia if there is clear evidence that the family will be returning to British Columbia. This evidence might be a letter from an employer indicating the commencement or termination of a contract for work, or any other documentation deemed sufficient by the Superintendent or designate.
- f. An International Student who is regarded as “ordinarily resident” for funding purposes as defined by the Ministry of Education’s Policy document *International Students* is considered ordinarily resident for the purposes of receiving distributed learning services.